

Revised March 3, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mr. Ron Hughes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hayward Smith Elementary
(As it should appear in the official records)

School Mailing Address 12223 E. 91st Street N.
(If address is P.O. Box, also include street address)

Owasso OK 74055-2363
City State Zip Code+4 (9 digits total)

County Tulsa State School Code Number* 120

Telephone (918) 272-5162 Fax (918) 272-5189

Website/URL www.owasso.k12.ok.us/smith E-mail hughesr@owasso.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date 2/6/06

Name of Superintendent* Dr. Clark Ogilvie
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Owasso Public Schools Tel. (918) 272-5367

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Claude Marshall
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __7__ Elementary schools
 __2__ Middle schools
 __2__ Junior high schools
 __1__ High schools
 __1__ Other

 __13__ TOTAL

2. District Per Pupil Expenditure: __\$4,214____

 Average State Per Pupil Expenditure: __\$5,382____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 18 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	2	0	2	7			
K	41	34	75	8			
1	54	41	95	9			
2	50	43	93	10			
3	45	46	91	11			
4	48	41	89	12			
5	44	55	99	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							544

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 81 | % White |
| 1 | % Black or African American |
| 4 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 13 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 17____%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1) 50	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2) 40	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3) 90	Total of all transferred students [sum of rows (1) and (2)]	
(4) 524	Total number of students in the school as of October 1	
(5) .17	Total transferred students in row (3) divided by total students in row (4)	
(6) 17	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: ____2____%
 ____8____Total Number Limited English Proficient

Number of languages represented: ____1____
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: ____18____%

Total number students who qualify: ____92____

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
64 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>43</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95 %	95 %	96 %	96 %	96 %
Daily teacher attendance	4 %	4 %	4 %	6 %	5 %
Teacher turnover rate	%	%	%	%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Hayward Smith Elementary is a kindergarten through fifth grade public school of approximately 540 students. We are located in a middle class neighborhood in Owasso, Oklahoma. Our Mission Statement is: “The Hayward Smith Elementary faculty and staff believe that all children can learn. We believe it is possible for all students, given the appropriate curriculum, motivation, and supportive environment, to learn when they are emotionally and developmentally ready. We believe it to be our purpose to provide all students with an appropriate education and the opportunity to acquire basic academic grade-level skills while developing socially and emotionally. We readily accept the responsibility for instruction of students to maximize their potential.”

Our school has an active Parent/Teacher association and Volunteer Aide group. Through the help of our PTO and local Board of Education, we have all classrooms and a computer lab equipped with multi-media Windows 2000 or XP computers. Each classroom has at least two computers. The computer lab has twenty-five Windows XP multi-media computers and the library has seven. All computers in the library and computer lab are networked in Wide Area Network. At least one computer in each room is networked in the same manner.

All students are included in our “Reading Renaissance” computer assisted guided reading program which promotes reading of literature at an individualized pace and level appropriate for each student as directed by the teacher and specific testing. This program is principally funded at the building level.

All third through fifth grade students are also able to utilize an Internet based program called “Study Island.” This program is a self-paced program that is available for students in math and reading. It can be accessed from the classroom, the computer lab, and from home with a password assigned to each child. It allows the students to test, review, and work on their own in a manner that is non-threatening and supportive.

Our school utilizes a traditional grade grouping with self-contained classes in kindergarten through second grade. Third through fifth grades are set up to allow students to change classes between a homeroom teacher and another teacher in the core subjects. Our “Emotionally Disturbed” students are assigned to regular classrooms as their situation allows for most of the day but may return to the ED classroom if needed at any time.

Kindergarten is a half-day class because, as a District, we are growing so rapidly that we cannot build classrooms quickly enough to keep up with growth. Kindergarten is planned to be all day as soon as our next building project is completed. All other grades travel to special programs either daily or every other day depending on the subject. Physical Education, Music, and Computer Lab are set up on a rotating basis. Library is non-scheduled in all elementary schools in the District. We also have a learning disabilities lab, a speech pathologist, linguistics and math labs, and a program for Emotionally Disturbed students that serve the entire District.

All of our staff has been trained in a procedure we call “mapping.” This program utilizes State test results and breaks down areas of strengths and weaknesses. Teachers meet by grade, and based on the test results, “map” and design an “instructional focus” to meet the learning needs of their students. We are in our second year of that procedure. Our school is also very involved in character development activities for our students. We have twenty-one of our teachers and staff, including the principal, who have received “Great Expectations” training. Recently, our school was recognized by the State Board of Education for an “Academic Achievement Award” for the highest API in the State for schools over 500 students. This prestigious award came with an award of over \$2000 for each certified person who taught in the school during the 2004 – 2005 school year.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

Information concerning Oklahoma State testing procedures and results may be found at: <http://title3.sde.state.ok.us/studentassessment/index.htm>. The testing is required by the State Department of Education on Criterion Reference tests mandated by the State. In 2004-2005, Statewide Performance Targets: Math API – 790, Reading API – 768. The State also factors in the individual attendance rate of each school for the year. The Attendance Rate Target API was 664.

Hayward Smith Elementary had an API of 1500 or above in Math (1533) and Reading (1518). (1500 is considered the best API score recognized. Regular Students must have at least 30 students per subject to receive a math or reading API score. Other subgroups must have at least 52 students per subject to receive a math or reading API score.) Therefore, taking into consideration our 95% attendance rate for the 2004-2005 school year, we received a Total API of 1487.

As can be seen on the accompanying data sheets (pages 13 and 14), both our fifth-grade math and reading scores have shown an increase from the 2001 – 2002 tests in February of 2002 to the April test results for the 2004 - 2005 school year. The only area where there was a drop was in reading from the April 2004 test to the April 2005 test where we dropped two points (89 to 87). While this was not what we like to see, it is not outside the statistical variance of testing. It could be that the improvements are related to the differences in testing dates. At the elementary level, we are dealing with a very significant period of time during which a great deal of learning may take place. In fifth-grade math, our scores increased from 72 to 93 with the greatest increase occurring between March of 2003 and April of 2004. I believe the increase is due to a greater focus on mathematics in the classrooms and has less to do with the time of the year the tests were administered. Again, the timing of the testing must be considered.

The third-grade test scores may require some explanation as to what I have included (see pages 15 through 18). Oklahoma administered the Stanford Achievement Test that is a norm-based test to third graders from 2002 through 2004. As can be seen from the charts, math remained in the same range, beginning in February 2002 with 98 percent scoring Satisfactory and Advanced and ending with 97 percent in April 2004 doing the same. It should be noted that while the combined scores remained nearly the same, the percent scoring Advanced increased from 36 percent in 2002 to 43 percent in both 2003 and 2004. Our reading scores on the same tests increased from 95 percent scoring Satisfactory and Advanced in 2002 to 99 percent doing the same in both 2003 and 2004. Disappointingly, our students scoring at the Advanced level in Reading decreased from 51 percent in February 2002 to 48 percent in April 2004 even though our combined scores were much better the last year.

The third-grade testing in 2004 – 2005 was changed to the Oklahoma Core Curriculum Test which is a CRT or Criterion Referenced Test. I believe this to be a much better testing procedure. But, due to the differences between the types of tests, it may not be meaningful to compare these scores to previous years. It is important to note that even though we are comparing different tests that the results were similar to the previous years. In math, 98 percent scored Satisfactory or Advanced and 28 percent scored in the Advanced range. In reading, 96 percent scored Satisfactory or Advanced with 11 percent scoring in the Advanced area. We believe the decrease in the percent scoring in the Advanced range in both reading and math to be areas of concern that we are addressing with increased communication with parents of their child's weaknesses and the offer of summer a program with transportation provided.

2. USING ASSESSMENT RESULTS

Our school utilizes “mapping” of test scores in the third and fifth grades where State testing is done. Our version of mapping is based on a procedure where test scores from the previous year’s testing is examined and charted from the weakest to strongest. It should be understood that each team of grade level teachers is given their test results from the previous year. They are also given a form on which to list the “All Student” scores as a percentage, the objective or skill referenced by the test, and the P.A.S.S. or Priority Academic Student Skill number which is provided by the test publisher.

Teachers, by grade, then consider the information derived from that activity and utilize it to “map out” their overall objectives for the year using the P.A.S.S. Standards and the weakest to strongest testing information. They use a monthly calendar provided by the principal to set up their objectives for the year taking into account the State testing date with the goal of ensuring that all the areas, with an emphasis on the weakest areas, are introduced and hopefully mastered by the testing date.

The final step is the development of the “Instructional Focus” for all the grade level teachers. The goal of this step is to allow the teachers to meet at least once a week to plan what standards they are to introduce, what concepts will be reviewed, and which activities are most likely to address the students for whom the teacher is responsible. All of this information is written on the Instructional Focus sheet which is then copied and distributed to each teacher. Each teacher is then responsible for choosing the procedures that are most appropriate for his or her students. Copies of all materials are also provided to the principal.

3. COMMUNICATING ASSESSMENT RESULTS

Our school utilizes a number of communication procedures. Some are provided by the District and some by the State as well as our own procedures. Perhaps the most effective procedure we offer is face-to-face between the parent and the teacher. This is provided by a willingness on the part of the teachers and staff to meet with parents during school hours when the teachers are in planning time, and before or after school hours. In addition, there are two Parent/Teacher conference days scheduled in the evenings. We also provide phones for private teacher/parent phone calls.

Another means of communicating student performance is through our computer based report card system. Report cards are sent home every nine months. At this time, we are only able to send paper-based progress reports home every fifth week and on demand, however, in the very near future, we will be providing parent portals for our community which will allow parents who wish to set up an account to access, at will, their child’s grades and homework.

Additional means of communicating student performance is by the District newspaper called “*The News to You*”. We also have a school web site that is authored at the school site by a compensated teacher. The URL is: www.owasso.k12.ok.us/smith.

Finally, our State Department of Education provides another means of communicating both our school and individual performance. The results of the Criterion Reference Tests, given to all third and fifth graders, are reported on an individual sheet explaining how each student performed to his or her parents. The SDE also provides a School Site Report Card which presents school site demographics as well as a Pass Fail ranking of each school’s performance. This is sent home at the end of the year with each child’s final report card.

4. SHARING SUCCESS

This is a tough one for us due to the fact that at present there is little opportunity for sharing the “success” of a school in Oklahoma. At the District level we have a monthly meeting of all elementary principals at which we frequently share what is working for us and what is not. But truthfully, there is little need for this in our District due to the fact that even the school with the lowest scores was well above the State average API score of 1159.

Several of our teachers have shared at meetings in particular areas which we believe represent factors in our continued success. These are not specifically opportunities for us to share the reason for our success, but rather, the teachers were simply sharing a particular knowledge or activity that they utilize. The principal is an active member of his professional organization and has shared, when the opportunity was presented, what his school is doing and what he believes to be the basis of our ongoing success. But again, that was not the single purpose of the meetings.

Perhaps the only specific opportunity in this area came in January of 2005 when we were asked by the Tulsa Chamber of Commerce to share at one of their chamber meetings the reasons for our success. At that meeting of perhaps one hundred Tulsa businessmen, we presented the reasons that we have consistently been among the highest scoring schools in Tulsa County since opening in 1987. While that was a rewarding experience for us, it was not presented to other schools.

Finally, we are able only to offer to share what we believe to be the reasons for our success when asked. There is simply not a venue that provides for this opportunity other than those described above.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

The curriculum at Hayward Smith Elementary is guided by the Oklahoma State Board of Education. Obviously, the core subjects of reading, math, language, spelling, science, and social studies are taught. Also taught are physical education, and health, instructional technology, literature, and music.

Taking each subject in order, our schools utilize the method, described elsewhere as mapping, to determine areas of weaknesses and strengths based on State test results. This is true for grades three through five. Test results in third-grade reading are examined from the previous year’s test. In grades four and five, test results from the previous year’s tests as well as the previous grade’s most recent test results are examined to determine the areas of strength and weakness. Teachers then meet, by grade, to determine which P. A. S. S. standards should be taught in which order and what general procedures should be utilized. Each teacher is able to vary his or her teaching methodology to meet the demands of the class. An Instructional Focus is established for each area of the grade level reading unit. Teachers plan the Instructional Focus selecting the adopted text and other resources to meet the instructional goals. For grades Kindergarten through second, teachers plan together in much the same manner but do not have State tests to base their decisions on so they utilize tests purchased by the District to make their judgments.

In math, teachers utilize the same procedure in third through fifth grades, but with the test results from the math section of the CRT (Criterion Referenced Tests). In the grades Kindergarten through second, teachers use an adopted series of very specific activities called Saxon mathematics.

Language is taught with an emphasis on writing skills. Again, teachers meet, by grade, to plan the Instructional Focus. Each teacher has the discretion to choose the best of the instructional elements form

the Focus utilizing the adopted text materials and teacher designed materials. Grammar is taught as an element of the writing activities.

Spelling is taught in first through fifth grades as an area of reading. Teachers do not plan for this subject together. The words for the week are garnered from the reading series with spelling and vocabulary practice occurring through the week with a test on the last day of the week.

Science and social studies are taught as stand-alone subjects beginning in the third grade. Texts are utilized at each of the three grade levels. In the third grade, science and social studies are taught alternatively by semester. In the fourth and fifth grades, the subjects are taught full time.

Literature is an area of emphasis in our school. We have a full time librarian who, along with the reading specialist, coordinates a program called Reading Renaissance. This is a computer-based program that aides the teacher in guiding the reading of his or her students toward increasing their reading proficiency. Reading practice is also a part of the school day as is computer-based testing over the books read.

Instructional technology is a part of the curriculum that is taught by all teachers but particularly by the computer lab teacher who sees her students two to three times a week, depending on the rotation of the classes.

Physical education is taught by a teacher assigned to that specific area all day. The teacher combines the physical activities with health education and an arts element from the Tulsa Arts and Humanities' Harwelden Institute. The class rotates with computer lab and music class.

The music class is a vocal music program which emphasizes vocal training and basic music instruction. The teacher is also responsible for two music programs per year.

Spanish is taught by a traveling teacher. The teacher comes to our school once a week. This subject is taught in each fourth and fifth grade classroom for one semester.

Art is taught by each classroom teacher in the classroom or in the activities room in the school. There is not an assigned curriculum for this area.

2a. READING

Our reading program in Kindergarten through fifth grade is basically a phonics based program although we utilize various materials at the differing grades. First and second grades have an adopted series of literature-based reading materials which stress phonics and site-word reading. In addition, Kindergarten through second grades utilize a stand-alone phonics series called Saxon Phonics.

The third through fifth grades continue with the same adopted reading series, however, the reading emphasis moves toward reading practice rather than word recognition as students' skills increase. The emphasis on understanding what is read and applying the information gained from reading is stressed.

All grades are involved in the Reading Renaissance program, however, the emphasis is on teacher and parent read materials in Kindergarten and the early part of first grade. Starting at about the second semester, first graders begin reading and taking tests in the computer based Reading Renaissance program.

This guided reading program was chosen because it assists the teacher in testing to determine reading level and guiding the student in the selection of reading material over which the student will test. The program also includes a mandated reading time during class in order to alleviate the problem of students who will

not read at home, although additional reading at home is assigned.

The selection of the first through fifth grade reading series is based on the goal of having a phonics based program with the greatest correlation with the State's Priority Academic Student Skills or P. A. S. S.

Essentially, decisions about what series to use, what materials to make use of, what stress to give the P. A. S. S. standards were made with the goal of providing phonics instruction coupled with site-word instruction and reading practice.

3. MATHEMATICS AND OUR MISSION STATEMENT

Our Mission Statement has a basic tenet that it is possible for all students, given the appropriate curriculum, etc., to learn when they are ready. While we scored a perfect 1500 in math and reading for "all students" in 2004 – 2005, we believe that math is representative of our effort to provide for the students whatever their ability to learn. We utilize a variety of teaching methods to meet the needs of our Kindergarten through fifth graders. For the vast majority of our students, it is quite possible for them to master the math concepts presented in a traditional fashion. But, as most teachers are aware, there are many students who for reasons of ability, environmental influences, cultural diversities, and a variety of other factors, are unable to even understand, much less demonstrate mastery, of the many concepts required of students.

This is the area that we address with the word appropriate in our Mission Statement. For those students who are unable to make adequate progress, we provide computer-aided instruction in the form of an Internet based program called Study Island. This program is utilized in the classroom and in the computer lab in the school setting. It may also be accessed from home if the student has computer access and the willingness to do so. Of course, that is often not the case with students who are having difficulty with math. For those students, we also offer another alternative.

Those students who are motivationally challenged qualify for our math lab where they received individualized assistance by a highly motivated tutor. The students are first tested utilizing both computer based testing and paper/pencil testing. The tutor then designs highly motivational materials for their study.

In addition to these efforts to meet the needs of these students, the classroom teachers use the State mandated test results to determine areas where extra help is needed for the students. They also meet with the other teachers in the grade to plan together what may work best for these students.

4. INSTRUCTIONAL METHODS

This is an area which we believe to be a strong point for us. We are a "traditional" school in terms of our structure. We have six grades including Kindergarten through fifth grades. Students are assigned a homeroom. Kindergarten, first, and second grades are self-contained for the core subjects but travel to Library and Computer Lab. All except kindergarteners travel to Physical Education and Vocal Music as well. We also have Learning Disabilities and Speech Lab for those who qualify. In addition, we have an "Emotionally Disturbed" classroom that serves the entire District for elementary students labeled as such. All of the students in those grades receive very specific reading and math instruction utilizing Saxon Reading, Saxon Math, and Saxon Phonics. These students may attend math lab or linguistics lab if they need additional help.

Beginning in the third grade, all students are assigned a homeroom teacher but they trade classes in order to receive instruction from teachers specializing in certain subject areas. These teachers meet by grade to "map" out the instructional focus for the grade based on local, teacher made, and State testing. From the

results of these tests, teachers provide more intensive instruction where students, or groups of students, may be weakest and less where they are strongest.

These students may also travel to Library, Computer Lab, Vocal Music, Physical Education and some to Math Lab or Linguistics Lab, where warranted. In all classes, both regular and special, students may be instructed in the traditional methods emphasizing writing, reading, and math practice as well as computer based instruction.

PART V – PROFESSIONAL DEVELOPMENT

At Hayward Smith Elementary, the primary emphasis of professional development is student based. The guiding rule of all training is, “What do we need to do to better meet the needs of our students?” I am sure that a statement similar this is made by all schools. We do not have a magic training method nor do we spend hours looking for new methods. We have found that an unrelenting focus on determining the needs of students and then doing our best to meet them is the best method.

Our professional training is always in specific areas. We look for and attend training that supports our “mapping” approach to meeting the needs of our students. The Grade Chairs meet with the principal periodically to help keep the focus on that goal. The principal also meets several times a month with teachers encouraging them to remember that they must keep that goal in mind as a guiding principle at all times. That is, “determine the weak areas, determine the strong areas, align instruction with the State P. A. S. S. objectives and stay on task themselves and keep the students on task.” This may sound like too much rigor but it is not just “nose to grind stone” in the classrooms. Rewards and “fun” events are frequent.

If it sounds like our professional development activities are generally “in-house” training that is because it is. We are doing something right and have been doing so for years. We found a method (mapping) a few years ago and other than training for special situations, that is essentially all the outside activities we promote.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Owasso Public Schools
Hayward Smith Elementary
Owasso, Ok 74055

Subject_ Math _____ Grade_ 5 _____
Test_ Oklahoma Core Curriculum Test _____
Edition/Publication Year _____ State Owned Test _____
Publisher_ Harcourt _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	March	February	
SCHOOL SCORES*					
% Scoring Satisfactory and Advanced	93	93	79	72	
% Scoring Advanced	44	28	22	31	
Number of students tested	84	74	77	106	
Percent of total students tested	100	100	89	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _*_____ (specify subgroup)					
Number of students tested					
2. _*_____ (specify subgroup)					
Number of students tested					

* No Subgroup had Statistically Significant numbers of students.

Owasso Public Schools
 Hayward Smith Elementary
 Owasso, Ok 74055

Subject__Reading_____ Grade__5____
 Test_____ Oklahoma Core Curriculum Test _____
 Edition/Publication Year_State Owned Test
 Publisher__Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	March	February	
SCHOOL SCORES*					
% Scoring Satisfactory and Advanced	87	89	83	74	
% Scoring Advanced	13	4	9	14	
Number of students tested	84	74	76	106	
Percent of total students tested	100	100	88	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. __*_____ (specify subgroup)					
Number of students tested					
2. __*_____ (specify subgroup)					
Number of students tested					

* No Subgroup had Statistically Significant numbers of students.

Owasso Public Schools
 Hayward Smith Elementary
 Owasso, Ok 74055

Subject__Math_____ Grade__3____
 Test_____ Oklahoma Core Curriculum Test _____
 Edition/Publication Year_State Owned Test
 Publisher__Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April				
SCHOOL SCORES*					
% Scoring Satisfactory and Advanced	98				
% Scoring Advanced	28				
Number of students tested	89				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. __*_____ (specify subgroup)					
Number of students tested					
2. __*_____ (specify subgroup)					
Number of students tested					

* No Subgroup had Statistically Significant numbers of students.

Owasso Public Schools
 Hayward Smith Elementary
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Subject__Reading_____ Grade__3__
 Test_____ Oklahoma Core Curriculum Test _____
 Edition/Publication Year_State Owned Test
 Publisher__Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April				
SCHOOL SCORES*					
% Scoring Satisfactory and Advanced	96				
% Scoring Advanced	11				
Number of students tested	89				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. __*_____ (specify subgroup)					
Number of students tested					
2. __*_____ (specify subgroup)					
Number of students tested					

* No Subgroup had Statistically Significant numbers of students.

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Subject__Math_____ Grade__3__

Test_Stanford_____

Edition/Publication Year_2001__ Publisher__Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	-----	April	March	February	
SCHOOL SCORES*					
% Scoring Satisfactory and Advanced	-----	97	97	98	
% Scoring Advanced	-----	43	43	36	
Number of students tested	-----	65	56	73	
Percent of total students tested	-----	98	100	100	
Number of students alternatively assessed	-----	0	0	0	
Percent of students alternatively assessed	-----	0	0	0	
SUBGROUP SCORES					
1. __*_____ (specify subgroup)					
Number of students tested					
2. __*_____ (specify subgroup)					
Number of students tested					

* No Subgroup had Statistically Significant numbers of students.

Owasso Public Schools
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 Owasso, Ok 74055

Subject__Reading_____ Grade__3__

Test_Stanford _____

Edition/Publication Year_2001__ Publisher__Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	-----	April	March	February	
SCHOOL SCORES*					
% Scoring Satisfactory and Advanced	-----	99	98	95	
% Scoring Advanced	-----	48	50	51	
Number of students tested	-----	65	56	72	
Percent of total students tested	-----	98	100	98	
Number of students alternatively assessed	-----	0	0	0	
Percent of students alternatively assessed	-----	0	0	0	
SUBGROUP SCORES					
1. __*_____ (specify subgroup)					
Number of students tested					
2. __*_____ (specify subgroup)					
Number of students tested					

* No Subgroup had Statistically Significant numbers of students.